

SCHOOL IMPROVEMENT PLAN

2026-2028

SOUTH HADLEY HIGH SCHOOL

153 NEWTON STREET
SOUTH HADLEY, MA 01075

Executive Summary

South Hadley High School is a four-year comprehensive secondary school, located in the heart of the Pioneer Valley on the Connecticut River - 12 miles north of Springfield, 87 miles west of Boston, and 145 miles northeast of New York City. South Hadley High School offers a wide range of academic programming to meet the varied needs of all students, including 16 Advanced Placement courses, a wide variety of honors, college prep and core concept courses, access to dual enrollment programs, 26 sports teams, a full marching band and 32 extracurricular clubs and programs.

Mission Statement

At South Hadley High School we cultivate a student centered community that offers varied academic and vocational experiences in a safe and supportive environment. SHHS strives for all learners to demonstrate perseverance, reflection, creativity and resourcefulness. We encourage our students to explore all educational opportunities to become informed citizens and responsible participants in society.

Core Values

The faculty and staff of South Hadley High School are committed to:

- Providing engaging, varied, and challenging curricula, instruction, and assessment to all learners;
- Facilitating learning activities that facilitate critical thinking, creative problem solving, practical application of skills and effective, appropriate use of technology;
- Fostering a supportive learning community where diversity is respected and students take ownership and accountability for their actions and words;
- Empowering students to expand their learning by actively engaging in co-curricular activities;
- Empowering students to become self-directed, active learners; and
- Empowering students to become self-advocates and effective communicators.
- Empowering students to transfer and integrate academic and technical knowledge through authentic Career, Technical, and Work-Based Learning experiences, connecting classroom instruction to real-world problems, workplace practices, and postsecondary pathways.

Learning Expectations

South Hadley High School fosters students' ability to:

- Read, write, listen, and speak effectively;
- Think critically and creatively; solve problems independently and collaboratively;
- Demonstrate practical application of knowledge and utilize technological tools and skills when necessary.

Civic and Social Expectations

South Hadley High School fosters students' ability to:

- Demonstrate civility and respect for self and others;
- Demonstrate global awareness;
- Accept personal responsibility for their own actions.

South Hadley High School's Vision of a Graduate

South Hadley High School's Vision of a Graduate encompasses a set of characteristics, skills, and values that our school aims to instill in its students throughout their academic journey. While specific traits of our individual students may vary, the common elements including: academic proficiency; critical thinking skills; effective communication; character development; global and cultural competence; collaboration and teamwork; leadership skills; adaptability and resilience; civic and social responsibility; and lifelong learning.

Points of Reference

In the development of the School Improvement Plan for the 26-28 academic year, consideration was given to the SHHS PNAS Survey, student and faculty listening sessions, recent MCAS scores, and the voice of the school council. These contributing factors impacted the goals and objectives outlined in the School Improvement Plan, which is now organized around the same four priorities as the District Improvement Plan.

Goal #1 – Instructional Coherence, Curriculum and Rigor

South Hadley High School will strengthen instructional coherence by implementing standards aligned curriculum, high quality assessment practices, and rigorous Tier 1 instruction that develops critical thinkers and prepares every student for post-secondary success.

Objectives	Action Steps	Persons Responsible	Timeline	Measures of Success
Develop a shared instructional framework centered on critical thinking, rigor, and equitable Tier 1 instruction.	- Establish a common definition of critical thinking across all departments through CPT discussions, aligned with the Year 1 COI focus on higher-order thinking, Depth of Knowledge (DOK), and metacognition. - Engage departments in reviewing current instructional practices to identify where critical thinking is already present and where it can be strengthened. - Require all educators to design and implement intentional instructional strategies (e.g., higher order questioning, Socratic seminars, project based learning) that promote analysis, evaluation, and reasoning. - Utilize instructional artifacts and student work samples to calibrate expectations and refine practices. - Integrate scaffolding strategies to ensure all students can access rigorous thinking tasks while progressing toward independence.	High School Administration, Department Chairs and all Faculty/Staff	Ongoing for the 26-28 School Years with quarterly monitoring of progress.	Shared definition of critical thinking is documented and used across departments; walkthroughs, instructional artifacts, and student work show increased use of higher order questioning, DOK aligned tasks, and scaffolding; quarterly reviews during department and COI meetings
Strengthen assessment practices to better measure student understanding, critical thinking, and progress along a continuum of learning.	- Revise assessments to align with higher depth of knowledge levels, incorporating multiple entry points to ensure equity, access, and rigor. - Expand the use of alternative and performance based assessments, including projects, presentations, and authentic tasks. - Implement common rubrics and criteria for success to clarify expectations and support consistent feedback. - Provide structured opportunities for teachers to analyze assessment data collaboratively during CPT to inform instructional adjustments.	Department Chairs, designated faculty and High School Administration	Ongoing for the 26-28 School Years with quarterly monitoring of progress.	Common assessments will show alignment to standards, learning targets, DOK, equity, access, and rigor. SHHS developed common rubrics/criteria for success are being implemented by departments. CPT conversations and artifacts serve as records to show assessment data informing instructional adjustments.
Use data and reflective practices	Implement regular student self reflection and self assessment tools		Ongoing for the 26-28	Student self reflection and self assessment

Objectives	Action Steps	Persons Responsible	Timeline	Measures of Success
to inform instruction, support individual learning needs, and promote student ownership of learning.	to build metacognition and ownership of learning. - Analyze formative and summative assessment data to identify learning gaps and inform tiered interventions. - Develop and monitor targeted intervention plans for students needing additional support, while providing enrichment opportunities for advanced learners. - Establish feedback loops that encourage students to set goals, reflect on progress, and apply feedback to future learning. - Engage departments in an ongoing Cycle of Inquiry, using data to plan, implement, assess, and refine instructional practices.		School Years with quarterly monitoring of progress.	are routinely evident. Formative and summative data are used to identify learning gaps and interventions/enrichment through department and school level SAT.
Develop vertically and horizontally aligned curriculum maps for every department aligned to the Massachusetts Curriculum Frameworks.	- Review all MA DESE Standards and identify Priority Standards. - Embed effective instructional and assessment practices into curriculum documents, common assessments, and professional development planning. - Use findings from the three year COI to inform future school improvement goals and professional learning priorities. - Ensure ongoing collaboration across departments and schools to maintain consistency, rigor, and equity.	All faculty and Department Chairs	Ongoing for the 26-28 School Years with quarterly monitoring of progress.	Every department has a vertically and horizontally aligned curriculum map connected to the Massachusetts Curriculum Frameworks and Priority Standards.

Goal #2 – MTSS, Student Supports, and Readiness

South Hadley High School will strengthen its multi-tiered system of academic, behavioral, social-emotional, and executive-functioning supports so that all students receive timely, effective interventions, build self-advocacy and resilience, and are prepared for post-secondary success.

Objectives	Action Steps	Persons Responsible	Timeline	Measures of Success
Collaborate with Department Chairs and students to strengthen Tier 1 and Tier 2 MTSS systems.	• Provide targeted supports for students transitioning into high school and preparing for postsecondary pathways (First gen college group, career speakers, supplemental support classes). • Embed social emotional learning competencies within instructional practices to support academic engagement and persistence. • Support educators in intentionally integrating MTSS Tiered interventions, such as self awareness, self management, social awareness, relationship skills, and responsible decision-making into daily instruction. • Promote instructional strategies that build student confidence, resilience, and productive struggle, particularly during complex or rigorous learning tasks.	SAT and Unit C and Building Admin	Ongoing for the 26-28 School Years with quarterly monitoring of progress.	Tier 1 and Tier 2 supports are documented and implemented through ICap and Departmental and school wide SAT with evidence showing use of targeted transition/post secondary supports and SEL/MTSS strategies; student participation, engagement, and intervention data are reviewed quarterly through CPT and used to adjust supports.
Ensure access to tiered social emotional and mental health supports for all students.	• Maintain and refine a multi tiered system of support (MTSS) to address students' social emotional and behavioral needs. • Strengthen referral processes and communication among teachers, counselors, adjustment counselors, administrators, and support staff. • Implement timely interventions for students requiring additional support, including small group counseling, check-in/check-out systems, and individualized plans (safety, student support, HWC, ICAP).	SAT and Unit C and Building Admin	Ongoing for the 26-28 School Years with quarterly monitoring of progress.	Referral and communication processes are clearly documented and consistently used; collection of Meditation Station data; students receiving tiered social-emotional/behavioral supports have timely intervention plans and progress

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	Partner with families and outside agencies to ensure continuity of care and access to resources.			monitoring; MTSS/SAT data show appropriate support levels and adjustments when needed.
Promote student self advocacy, executive functioning, resilience, and ownership of personal and academic well being.	- Provide structured opportunities for students to reflect on their emotions, stressors, and learning habits through advisory, counseling lessons, and classroom practices. - Teach and reinforce skills related to goal setting, time management, coping strategies, and help seeking behaviors. - Recognize and celebrate growth in resilience, perseverance, and positive decision making.	All faculty and staff	Ongoing for the 26-28 School Years with quarterly monitoring of progress.	Students demonstrate use of goal-setting, time-management, help-seeking, and reflection strategies; advisory/counseling/classroom artifacts show student reflection and self-advocacy; student feedback indicates increased ownership of academic and personal well-being.

Goal #3 – Climate, Safety, Belonging, and Student Voice

South Hadley High School will foster an inclusive, safe, and supportive school climate that promotes student engagement, belonging, student voice, and readiness to learn, in partnership with staff, families, and the broader community.

Objectives	Action Steps	Persons Responsible	Timeline	Measures of Success
Create a safe, inclusive, and supportive school climate that promotes student well being, belonging, and readiness to learn.	- Strengthen school wide systems that promote positive relationships, student voice, and a sense of belonging, including advisory, clubs, athletics, and co curricular opportunities. - Reinforce consistent expectations and language related to respect, empathy, and accountability across classrooms and common spaces. - Utilize student, staff, and family feedback (e.g., climate surveys, advisory check ins and listening sessions) to identify strengths and areas for growth in school climate.	Counseling team and SAT	Ongoing for the 26-28 School Years with quarterly monitoring of progress.	Climate, belonging, and student voice data are regularly reviewed; participation in advisory, clubs, athletics, and co-curricular opportunities is monitored; stakeholder feedback shows progress in relationships, belonging, respect, and readiness to learn; data from Listening Sessions is shared and analyzed.
Strengthen collaboration among staff, students, families, and community partners to support a sense of belonging and holistic student success.	- Foster shared responsibility among educators and support staff for student wellness and achievement. - Provide families with resources, communication, and opportunities for partnership around student well being. - Leverage community partnerships to expand access to mental health, wellness, and enrichment supports. - Align school based initiatives with district priorities and community needs. - Use data and reflection to continuously improve school wide climate and belonging practices.	All Faculty and Staff	Ongoing for the 26-28 School Years with quarterly monitoring of progress.	Communication and partnership structures with families and community partners are documented and implemented; participation in wellness, enrichment, and support opportunities is monitored; climate/belonging data and stakeholder feedback are reviewed quarterly to identify improvements.
Strengthen a safe, respectful, and supportive school culture by implementing consistent schoolwide expectations for	Review behavioral expectations, restorative practices, and procedures related to student conduct, bullying prevention, and	All Faculty and Staff/ SHHS Administration	Ongoing for the 26-28 School Years with quarterly	Schoolwide behavioral, restorative, bullying

Objectives	Action Steps	Persons Responsible	Timeline	Measures of Success
behavior, restorative practices, and responses to student safety concerns.	school safety to promote equitable and consistent practices across all students, regardless of grade level, gender/gender identity, special education status, or background. • Develop and communicate clear, schoolwide expectations for responding to student behavior, safety concerns, and restorative interventions, ensuring consistent implementation by all staff. • Promote a positive school climate by reinforcing behavioral expectations, recognizing positive contributions, and incorporating student voice into school initiatives.		monitoring of progress.	prevention, and safety expectations are documented and communicated; implementation is monitored through walkthroughs, discipline/restorative data, and administrative review; response data are reviewed for consistency and equity.

Goal #4 – Special Education Coherence, Compliance, and Inclusive Access

South Hadley High School will strengthen inclusive instructional practices and collaboration between general and special education to ensure equitable access, meaningful participation, and successful outcomes for every learner.

Objectives	Action Steps	Persons Responsible	Timeline	Measures of Success
Strengthen the implementation and monitoring of special education services at South Hadley High School by ensuring timely IEP compliance, consistent service delivery, clear staff accountability, and effective collaboration to improve outcomes for students with disabilities.	- Refine building based systems for monitoring IEP implementation, accommodations, and service delivery, ensuring timely documentation and communication among special education and general education staff. - Provide ongoing professional learning for all faculty and staff on IEP implementation, accommodations, inclusive instructional practices, documentation expectations, and compliance procedures. - Utilize data from service logs, compliance reviews, and student progress monitoring to identify trends, address barriers, and inform continuous improvement efforts within the SAT and administrative leadership.	High School Administration and Faculty	Ongoing for the 26-28 School Years with quarterly monitoring of progress.	IEP implementation, accommodations, and service delivery are monitored through documented systems and quarterly reviews; staff professional learning participation is tracked; service logs, compliance reviews, and student progress data demonstrate timely identification and response to implementation barriers.
Enhance partnerships with students and families by strengthening communication, increasing transparency around special education services, improving collaboration among staff, and establishing consistent systems for monitoring student progress and responding to family concerns.	- Develop building wide expectations for proactive and consistent communication between special education staff, general education teachers, related service providers, students, and families regarding IEP implementation, student progress, and available supports. - Establish a school based protocol to ensure families are promptly notified when IEP services are missed, delayed, or modified, including documentation of communication and plans for service recovery when appropriate. - Strengthen the use of progress monitoring data by reviewing student growth and IEP goal progress regularly through Student Support Team meetings, department collaboration, and administrative oversight. - Develop a process for monitoring students who exit special education	High School Administration and Faculty	Ongoing for the 26-28 School Years with quarterly monitoring of progress.	Consistent communication expectations and protocols are documented and used with students and families; missed, delayed, or modified services are documented with communication and recovery plans when appropriate; student progress and IEP goal data are reviewed regularly, including for students exiting special education services.

Objectives	Action Steps	Persons Responsible	Timeline	Measures of Success
	services, reviewing academic performance, attendance, and social emotional progress to determine whether additional supports or interventions are needed.			
Strengthen inclusive instructional practices at South Hadley High School by fostering shared ownership among all educators to ensure students with disabilities have equitable access to rigorous instruction, appropriate supports, and meaningful participation in the general education environment.	- Review and strengthen co teaching partnerships and inclusive service delivery models to ensure effective instructional planning, implementation, and student engagement across content areas. - Increase opportunities for structured collaboration between general educators, special educators, counselors, and related service providers through department meetings, common planning time, Student Support Team meetings, and Common Planning Time (CPT) sessions. - Utilize classroom walkthroughs and collaborative reflection to monitor implementation of inclusive practices and provide feedback that promotes continuous improvement.	High School Administration and Faculty	Ongoing for the 26-28 School Years with quarterly monitoring of progress.	Co-teaching and inclusive service delivery practices are evident through walkthroughs and planning artifacts; collaboration among general educators, special educators, counselors, and related service providers is documented; walkthrough/reflection data show growth in equitable access, rigorous instruction, appropriate supports, and meaningful participation.